



Reading First Subgrant Application

Funding to Ensure that All Children Learn to Read Well
By the End of Third Grade

Deadline for Submission
Round One: October 25, 2002
Round Two: March 7, 2003

Fax copies will not be accepted
E-mail copies will not be accepted

Administered by:

The Reading/Language Arts Leadership Office
California Department of Education

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Reading First Program Subgrant Application

SECTION I. PROGRAM INFORMATION

OVERVIEW

Reading First is a federal grant program with the purpose of ensuring all children learn to read well by the end of third grade. In 2002-2003, California has received \$132.9 million to provide subgrants to LEAs to implement California's approved Reading First Plan, a copy of which can be found at <http://www.cde.ca.gov/pd/readfirst>. California's Reading First Plan ensures that all the necessary components to improve reading instruction are available to California's highest need K-3 classrooms. These components include scientifically researched and standards based instructional materials, teachers trained to use these materials, principals knowledgeable in reading instruction able to support the teachers, and classroom assessments geared to the instructional program that allow the teacher to monitor and improve student achievement of reading skills.

As required by federal law and California's approved Reading First Plan, California's Reading First Program is a comprehensive K-3 program built around California's standards based adopted reading instructional materials that utilizes the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehensive strategies). The Reading First program will allow schools serving low achieving, low income K-3 students to simultaneously have scientifically researched based instructional materials, teachers and principals trained to use those materials, scientifically researched based assessments aligned to the instructional materials and the time and expert resources (reading coaches, content experts, district and state technical assistance) to focus this instruction on the needs of individual students.

ELIGIBILITY--LOCAL EDUCATIONAL AGENCIES

As required under federal law, California's approved Reading First Plan targets local education agencies (LEAs) with the highest need. Eligibility is therefore limited to LEAs (school districts and independent charter schools) serving grades K-3 which have one thousand or more, or 40 percent or more, of their second and third graders, scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and meet one of the following criteria:

- 1) The LEA has jurisdiction over an area designated as an empowerment zone or an enterprise community;
OR
- 2) The LEA has two or more Program Improvement schools under Title I, Part A, or 25 percent of its schools identified for Program Improvement under Title I, Part A; OR
- 3) The LEA has 2,000 or more students, or 60 percent of students counted for allocation of Title I, Part A, funding.

A listing of the LEAs meeting the above criteria, and therefore eligible for the Reading First Program is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/pd/readfirst>. If you think your LEA meets the criteria, but is not included in the List of Eligible LEAs, please contact Kathie Scott in the California Department of Education at (916) 323-4711 or kscott@cde.ca.gov to discuss why you believe your LEA is eligible. Please do not submit an application until your district has been added to the List of Eligible LEAs.

ELIGIBILITY--PARTICIPATING SCHOOLS

To be eligible to be a participating school, a school must (1) be in an eligible LEA, (2) have 40% or more of its second and third graders scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and (3) be a program improvement school or have 50 percent or more of its students counted for allocation of Title I, Part A, funding.

To ensure that enough schools are in the program to work with the school district and focus efforts on improving the reading program, the Reading First program will fund half to three-quarters of the eligible schools in each qualifying LEA. If an LEA has a reason for including less than half of the eligible schools, they may propose including less schools in their application, but to be approved, they must explain how the Reading First program will have a large enough presence in the district to ensure that it receives the attention it needs to improve student achievement in reading.

LEAs will identify which of the eligible schools will participate in the LEA's Reading First Program. LEAs should choose schools based on need, and ability and desire to implement the program. As part of the Subgrant Application, LEAs will be asked to describe their selection processes and why each school was chosen.

LEAs are encouraged to work with the selected schools in developing their application in order to ensure that each site understands the program and has had an opportunity to offer input to modify the program to meet individual site needs. The principal of each school will also need to sign the site assurances to indicate that the school will accomplish all the required program components.

PROCESS AND CRITERIA FOR AWARDING SUBGRANTS

After the application deadline, all applications will be screened for completeness and adherence to the format requirements. Incomplete applications will not be scored. Next, applications will be checked for LEA and school(s) Certification of Assurances. Through this Certification of Assurances the LEA and participating schools will be held accountable to fully implement California's adopted scientifically research based reading instructional program, the AB 466 reading professional development for teachers and AB 75 principal training in reading, and instructional leadership and support.

Next, eligible applications will be reviewed and scored by a panel of readers against the Scoring Rubric included in this application. In order to be funded, an eligible LEA will need to receive a passing score on each of the Competitive Questions. A passing score will be awarded if the response to the competitive question "Meets Criteria" on the Scoring Rubric. The Competitive Questions are important because they offer the means for judging the LEA's understanding of the general criteria for the Reading First Program; its focus on reading success; its proposed use and coordination of funds; its evaluation plan; its leadership; and its overall readiness and commitment to the program. Responses to the Competitive Questions will determine if the LEA Reading First Plan is sufficient to be successful (meets the minimum to pass) and differentiate the quality of the submitted plans to ensure that the highest quality plans are funded.

Finally, applications receiving passing scores will be reviewed to determine if they are eligible to receive priority points for low-income students and/or the use of reading coaches. Applying priority points after the application has received a passing score will ensure that an application does not pass only because it qualifies for priority points and does not meet the minimum qualifications for success.

Fifteen priority points will be awarded to each passing application that uses a specified level of reading coaches and content experts. Reading coaches are defined as certificated teachers who work with classroom teachers (not directly with students) in assisting with full implementation of the State adopted reading instructional program. Content experts are defined as persons hired to train and support the reading coaches. To receive the 15 priority points, the application must include at least one reading coach for every thirty K-3 teachers and at least one content expert for every twenty reading coaches.

Fifteen priority points will also be awarded to each passing application serving low-income students where the applicant LEA meets at least one of the following criteria:

- 1) At least fifteen percent of the students served by the LEA are from families with incomes below the poverty line; or
- 2) At least 6,500 children served by the LEA are from families with incomes below the poverty line.

After the awarding of priority points, the applications will be ranked according to score and will be funded from high to low until no funds remain, or all the passing applications have been funded.

SUBGRANT AMOUNTS AND USE OF FUNDS

Subgrant Amounts

While the subgrants are basically calculated as a per K-3 teacher amount, many of the costs associated with the program are not classroom based. Principal training, K-12 special education teachers' professional development, reading coaches and content experts, district technical assistance and evaluation, are also costs associated with this program. It is anticipated that the program can be accomplished with a base grant amount of \$6,500 per K-3 teacher. Depending on the size of schools or the LEA, the number of special education teachers (who are not included in the teacher count for determining the size of the subgrant) and the use of reading coaches and content experts, the \$6,500 level may not be sufficient and therefore an upper range of \$8,000 per K-3 teacher is allowed if additional justification is provided. Subgrant applications seeking a subgrant above the \$6,500 per K-3 teacher level will also be subjected to a second level of review where both the CDE and California Department of Finance will have to agree that the higher amount is justified. The additional justification and second level of review are not required if the total amount of the subgrant is less than the minimum subgrant amount.

Minimum Subgrant Amount

Federal law requires that each LEA that receives a subgrant must receive at least the same percentage of the State's total Reading First subgrant funds as the LEA received of the total Title I, Part A, funds received by all LEAs in the State for the preceding fiscal year. That minimum subgrant amount has been calculated and is include on the list of eligible LEAs that can be found on CDE's Web site at <http://www.cde.ca.gov/pd/readfirst>

Use of Funds

Federal law allows Reading First funds to be expended on reading assessments, scientifically based reading programs, instructional materials, professional development, evaluation strategies, reporting and access to reading materials. California's approved plan focuses these uses on supporting and fully implementing the State adopted reading program. The reason California's plan was written and approved with this focus is that the Reading First program holds states accountable for ensuring that any expenditure of Reading First money by an LEA is spent on scientifically researched based materials and activities. Since California's adopted reading programs are scientifically researched and LEA Level Assurances require full implementation, expenses for State oversight are minimal and therefore leave more funding for LEAs to improve reading instruction.

Each applicant LEA will need to first budget subgrant funds to support the activities they are assuring the State they will conduct (Please see LEA Level Assurances and School Site Assurances). Each Reading First LEA will conduct these activities in accordance with their application, once approved. Funding will also need to be budgeted to support the LEA's (1) three-year professional development plan in reading for teachers and principals, (2) three-year classroom reading assessment plan, (3) three-year evaluation plan, and (4) plan to provide monitoring and support of the Reading First teachers so that instruction will ensure that all students are reading well by the end of third grade.

Indirect Cost Rates

If indirect costs are included in the expenditures for the Reading First subgrant, the maximum amount allowed shall be calculated using the local education agency's indirect cost rate approved by CDE for the fiscal year in which the funds are expended. Indirect costs shall be calculated in a manner consistent with the California School Accounting Manual. Refer to <http://www.cde.ca.gov/fiscal/financial/icr.htm> for more information about indirect cost rates and calculation of indirect costs.

PAYMENT SCHEDULE; ASSURANCES AND CONDITIONS

The grant award will specify the payment schedule for the funds. Prior to receiving funding, successful applicants will be required to sign a Grant Award Acceptance form. This form contains assurances, in addition to the LEA Level and Site Level Assurances that must be made and conditions that must be met by the grantee to receive funding. The assurances and conditions will include both the specific and general conditions listed below.

Specific Conditions

As a condition of the receipt of funds under this program, the grantee assures that it will:

1. Obligate **all grant funds** by August 30, 2004, or repay any funding received, but not obligated, and forfeit any grant funds not yet received. See Appendix J for a definition of obligated.
2. Submit an end-of-the-period expenditure form by September 30, 2004.
3. Submit: 1) annual performance reports required by the United States Department of Education, and 2) any evaluation data requested by CDE or the United States Department of Education.

Expend funds in compliance with the Federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education.

General Conditions

As a condition of the receipt of funds under this program, the grantee assures that it will:

1. Maintain control of funds and title to property acquired with program funds in the public agencies.
2. Use proper methods of administering the program, including correction of any deficiencies identified through audits, monitoring, or evaluation.

3. Cooperate in carrying out any evaluation of the program conducted by or for the U.S. Secretary of Education, the CDE, or other federal or state officials.
4. Use fiscal control and fund accountability procedures as will ensure proper disbursement of, and accounting for, federal funds paid under the program, including the use of the federal funds to supplement, and not supplant, state and local funds; and maintenance of effort (20 USC § 8891).
5. Operate programs and services in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
6. Make reports to the state agency as may reasonably be necessary to enable the state agency to perform its duties, and maintain such records and provide access to those records as the state agency deems necessary. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the grantee of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
7. Agree that auditable records of grant funds received by the LEA and each participating school will be maintained on file at the office of the LEA. (5 CCR 3944; 34 CFR 74.24)
8. Agree that any application, evaluation, periodic program plan, and/or report relating to each program will be made readily available to parents and other members of the general public.
9. Repay any funds which have been finally determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government.
10. Ensure that its governing board has a policy in compliance with state law requiring local educational agencies to expel from school, for a period of not less than one year, a student who is determined to have brought a firearm to school under the jurisdiction of the grantee. (20 USC § 8921, Gun Free Schools Act – see California Education Code Section 48915)
11. Administer the activities funded by this grant in such a manner so as to be consistent with State Academic Content Standards.
12. Agree to CDE site visitations for the purpose of monitoring grant implementation and expenditures and provide all requested documentation to CDE personnel in a timely manner.
13. Agree that CDE has the right to intervene, renegotiate the grant, and/or cancel the grant if the grant recipient fails to comply with grant requirements.

APPLICATION INFORMATION

The Reading First Program will accept two rounds of applications in 2002-2003. The first round will allow LEAs ready to implement their program this year to receive funding by December 2002. The second round will provide LEAs with more time to plan, and allow LEAs that will not have the adopted instructional materials until the start of the 2003-2004 school year to apply. For Round One, the complete application is due to CDE on Friday, October 25, 2002. For Round Two, the complete application is due to CDE on Friday, March 7, 2003. Instructions for completing the application can be found in *Section II. Application Content*, and related forms can be found in the *Section III. Appendices*. Be sure to submit all the required forms and certifications by the application due date, and make sure that the application complies with the format requirements described in Section II. Section II also contains contact information for CDE staff and Reading First Technical Assistance Center representatives who can help with the development of the application.

In order to ensure that there are sufficient readers to score each round of applications, LEAs are requested to fax their intent to submit an application to the CDE Reading/Language Arts Leadership Office at (916) 323-2928. For Round One applications, please fax your LEA's Intent to Apply by October 9, 2002. For Round Two applications, please fax your LEA's Intent to Apply by February 7, 2003.

IMPORTANT DATES TO CALENDAR

October 9, 2002	Fax non-binding Intent to Apply for Round One to CDE
October 25, 2002	Round One Applications due to CDE Professional Development and Curriculum Support Division by close of business day.
November 18, 2002	LEA awarded Reading First Subgrants posted on CDE website.
February 7, 2003	Fax non-binding Intent to Apply for Round Two to CDE
March 7, 2003	Round Two Applications due to CDE Professional Development and Curriculum Support Division by close of business day.
April 14, 2003	LEA awarded Reading First Subgrants posted on CDE website.

Reading First Program Subgrant Application

SECTION II. APPLICATION CONTENT

INSTRUCTIONS FOR COMPLETING THE APPLICATION

Applications must contain the following:

1. **Application Title Page:** LEA must use the form provided in Appendix A of this application. This page is not scored.
2. **Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements:** LEA must complete and sign the forms provided in Appendix B of this application. This page is not scored.
3. **Identification of Reading/Language Arts Instructional Program:** LEA must complete the form provided in Appendix C of this application. This page is not scored.
4. **Coordination and Leadership:** LEA must complete the form provided in Appendix D of this application. This page is not scored.
5. **School Identification Record:** LEA must complete the form provided in Appendix E of this application for each school included in the application. These pages are not scored.
6. **LEA Level Assurances, with Certification Signed by the Superintendent:** LEA must complete and sign the form provided in Appendix F of this application. This page is not scored.
7. **School Site Assurances, with Certification Signed by the Principal at Each Participating Schools:** LEA must have the principal at each participating school complete and sign the form provided in Appendix G of this application. This page is not scored.
8. **Responses to Twelve Competitive Questions (Application Narrative):** LEA must respond to the twelve Competitive Questions in the next section. The narrative is limited to a maximum of 20 pages. The narrative will be scored against *Appendix H, Competitive Questions Scoring Rubric*.
9. **Budget Form:** LEA must complete the form provided in Appendix I of this application in response to Competitive Question Twelve. The budget will be scored as part of Competitive Question Twelve against *Appendix H, Competitive Questions Scoring Rubric*.

APPLICATION NARRATIVE (RESPONSES TO COMPETITIVE QUESTIONS)

The LEAs Reading First program will be described in the LEA's responses to the following twelve competitive questions. The response to all questions (Application Narrative) is limited to no more than a total of 20 pages, excluding Appendices. Please see section on Format Requirements for additional details.

- 1) Describe how the LEA selected the eligible school(s) to participate in the Reading First Program, include:
 - a) district's effort to inform eligible schools about its proposed Reading First Plan.
 - b) district's selection criteria and procedures, including how developed and by whom.
 - c) district's final selection of schools in rank order, including a profile of selected schools with general evidence of instructional support for increasing student achievement in reading.
- 2) Describe how the LEA plans to support and monitor the full implementation of the State adopted K-3 reading/language arts instructional program.
 - a) name the key personnel and their responsibilities regarding implementation of the plan at the district and school levels. Include the roles of the Reading First Leadership Team.
 - b) describe how the LEA will support and monitor the progress of the implementation of the State adopted K-3 reading/language arts program at the school and classroom levels.
- 3) Describe how the LEA and site administration will provide instructional leadership and content expertise to support the Reading First Plan at school sites.
 - a) identify specific LEA and school-level personnel that will be responsible for providing instructional leadership and content expertise to support the teachers.
 - b) include the expertise, proposed training and time commitment for each identified person.
- 4) Describe the LEA's Professional Development Plan for teachers, principals, and vice principals.
 - a) describe the first year's plan for ensuring that teachers receive AB 466 professional development; and principals and vice principals receive AB 75 professional development (Module 1-Reading)
 - b) describe the second and third year's plan to provide teachers with advanced training that builds upon the first year's AB 466 professional development and provides AB 466 professional development for teachers new to the school or grade level. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.
 - c) describe the second and third year's plan to provide principals and vice principals with advanced training that builds upon the first year's AB 75 training and provides AB 75 training for new principals who have not yet received AB 75 professional development [Module 1-Reading] for the State adopted instructional program used in the LEA. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.
 - d) describe how the LEA will provide access to professional development programs for special education teachers, K-12.
- 5) Describe the LEA's Three Year Classroom Assessment Plan for each grade level (K-3):
 - a) name the classroom assessments the district has selected from the State Recommended List that will be available to teachers by grade level, for each key skill, under the header groups of (1) screening, diagnosis, monitoring progress, and (2) outcome (end-of year). A minimum of one assessment is required to measure the technical skills [*see attached State Recommended List*].
 - b) identify which assessments will be required and when they will be administered.
 - c) explain how teachers will be supported in using classroom assessment data to modify instruction and improve student achievement.

- 6) Describe how the LEA will ensure that the necessary technical assistance is provided to the school sites so that the goals of the Reading First Program can be accomplished.
- a) identify the technical assistance the LEA will provide to its Reading First schools (e.g., coordination and supervision of resource personnel to assist schools; additional teacher support personnel –reading specialists or coaches; district program evaluator and/or assessment specialist; trainer on use of State Recommended List of Assessments; database management system to monitor progress and curriculum-based assessments).
 - b) identify the technical assistance the LEA will rely on the State Technical Assistance Centers to assist with its Reading First Plan (e.g., district level training on support and monitoring systems to assure full implementation of the State adopted K-3 reading/language arts program; consultation with State adopted instructional program experts, assessment experts, and/or school-site leadership experts; training on use of State Recommended List of Assessments; acquisition of State provided unit assessments for State adopted instructional program; and advisement on its plans for implementation, assessment, professional development, and internal evaluation).
 - c) Describe how the LEA will build its internal capacity to provide technical assistance to its Reading First schools and overtime rely less on State Technical Assistance Centers.
- 7) Describe (a) current barriers that impede all students from reading at grade level and (b) how the LEA plans to alleviate these barriers.
- 8) Describe how your LEA plan will increase the likelihood of success for all K-3 and special education students currently reading below grade level for:
- (a) English learners
 - (b) students with reading difficulties
 - (c) students at risk of referral to special education based on those difficulties
 - (d) students deficient in the essential components of reading instruction
- 9) Describe how the LEA will promote reading and library programs that offer an expansion of reading materials for students in Reading First schools.
- 10) Explain how the LEA's 3-Year Internal Evaluation Plan addresses school level effectiveness in terms of implementing the State adopted reading/language program and improving student reading achievement. The Plan needs to indicate what evidence the district will have annually to address the State's goal that significant numbers of student are reading at grade level by the end of the third year of subgrant funding. It is required that LEAs have classroom level data on student achievement.

The evaluation plan must include:

- a) the outcome assessment measures for each grade level
 - b) the data collection schedule
 - c) subgroup analyses of data (data must be disaggregated by grade level, low income, major racial/ethnic groups, English learners, and special education)
 - d) how program improvement decisions will be made based on the data
 - e) who will be responsible for the reliability and validity of the program evaluation design, measurements, and analysis
- 11) Describe how LEA plans to leverage Reading First funding, Reading Excellence Act funding (if available in eligible selected schools), other Federal funds (e.g., Title I, No Child Left Behind), and State funded programs to maximize and extend fiscal resources to support the selected schools in improving reading for all students.

a) Identify possible funds available to support each or specific selected schools in addition to Reading First subgrant funds.

b) Explain how these funds will be used to maximize student achievement in reading.

12) Provide a 3-Year Budget Proposal [projected on \$6,500 to \$8,000 per K-3 teacher in the eligible, selected school(s) each fiscal year]. Please note that additional justification is required if the budget exceeds the \$6,500 per teacher level.

a) Identify proportion of Reading First grant funds to be designated annually for LEA instructional support services; and provide a brief rationale for the use of these funds.

b) Identify proportion of Reading First grant funds for selected school(s) by specifying the allocation and use of these funds by name of school [Note: If the use of these funds is the same for all schools, this needs to be noted and the breakdown by school is then not required.]

FORMAT REQUIREMENTS

Applications will be screened for compliance with format requirements. Applications that do not comply with these requirements will be “red lined” as described below, or returned to the submitting LEA without being scored. The format requirements are listed below:

1. All required application components and forms are included.
2. All pages must be numbered. Hand-written numbers are acceptable.
3. All narrative pages must include line numbers. Pages should be individually numbered, with the first line of each page being line #1.
4. All narrative pages may not contain more than 36 lines per page and must have one-inch margins all around. If tables or graphics are included, number or lines of text on the page must be decreased to provide room for the tables or graphics.
5. The responses to the twelve Competitive Questions may not exceed a total of 20 pages, excluding required Appendices.

Applications will be pre-screened for compliance with these requirements by CDE. The pre-screen compliance check will address the following questions:

1. Are all of the required components and forms included?
2. Are all pages numbered?
3. Do all narrative pages include line numbers beginning with #1 and do all of these pages contain no more than 36 lines per page and have one-inch margins all around?
4. Is the response to the Competitive Questions (Application Narrative) 20 pages or less, not including the required forms?

A “no” response to any these questions will be considered failure to comply with the format requirements. If the number of lines on one or more pages exceeds 36 lines or if an application contains more than 20 pages of narrative, the application will be “red lined.” That is, a red line will be placed at the end of the equivalent of 20 pages of 36 lines per page, and readers will be instructed not to read or score the rest of the narrative.

Penalty for failure to comply with format requirements: Applications that exceed the page restriction and/or maximum lines per page will be “red lined” as specified above. Readers will not read or score pages or lines beyond the red line. Applications that do not comply with the other format requirements will be disqualified from the competition and will be returned to the submitting agency without being scored. Applicants will not be allowed to correct deficiencies and resubmit their application for consideration in this round of competition.

In addition to the above requirements, applicants are encouraged to format their applications in a professional and easy-to-read manner. The application should be in at least 12-point font, with one-inch margins all around to promote readability throughout the entire document. It is also recommended that each application section or response to a Competitive Question be clearly labeled and that applications be formatted using a portrait orientation format rather than landscape orientation.

Reviewers will have a limited time to read each application. Their reading time will be limited to the required sections of the application. Any material not specifically required and supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, etc., **should not** be submitted. If submitted, these items will be pulled from the application package. These items will not be reviewed when the application is scored, nor will they be returned to the applicant.

NUMBER OF COPIES TO SUBMIT

All applicants are required to submit one (1) signed, unbound original copy suitable for photocopying and three (3) stapled copies of the application. Each copy of the application must be covered with Appendix A in this application as the title page or a reasonable facsimile. Except for the one unbound copy referenced above, all copies of the applications should be stapled or bound in such a manner that the application is flat. Do not submit applications in binders.

HOW TO SUBMIT AN APPLICATION

For **Round One**, completed applications must be in the possession of CDE staff **no later than 5:00 p.m. on Friday, October 25, 2002**. For **Round Two**, completed applications must be in the possession of CDE staff **no later than 5:00 p.m. on Friday, March 7, 2003**. Fax copies and e-mail copies will not be accepted. Applications not received by the deadline date may not be considered for funding unless the applicant can show proof that the application was:

1. sent by registered or certified mail not later than three (3) days before the deadline date; or
2. sent by an express overnight mail service not later than one (1) day before the deadline date.

Mailing address for applications:

Reading First Program
Reading/Language Arts Leadership Office
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814

Applications delivered by hand will be accepted daily at the address indicated above between the hours of 8:00 a.m. and 5:00 p.m., Pacific Standard Time except Saturdays, Sundays, or holidays. Applications delivered by hand on the deadline date will not be accepted after 5:00 p.m. A receipt will be given for hand-delivered applications.

CONTACTS FOR ASSISTANCE IN APPLICATION DEVELOPMENT AND IMPLEMENTATION

Technical Assistance for Preparing Applications

The following persons can assist LEAs in preparing for the Round One Application: the California Department of Education and the State Board of Education for addressing the instructions in Sections I – III on certifications and fiscal responsibilities; and the RDC for answering questions related to the Competitive Questions.

Contact persons: California Department of Education
Professional Development and Curriculum Support Division
Reading/Language Arts Leadership Office
Jeffrey Cohen, Consultant
1430 “N” Street
Sacramento, California 95814
(916) 323-4629 jcohen@cde.ca.gov

California State Board of Education
Karen Steentofte, Policy Consultant
1430 "N" Street
Sacramento, California 95814
(916) 319-0696 ksteento@cde.ca.gov

California Reading Development Center
Technical Assistance Services
Irma Hernandez-Larin, Director
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827
(916) 228-2518 Fax (916) 228-2444 ihernand@scoe.net

Technical Assistance for Implementation

Under AB 65, currently on the Governor's desk, technical assistance will be provided through the California Reading Development Center (RDC) and the California Reading Implementation Centers (RICs) [referred to throughout this application as the Technical Assistance Centers]. These centers will be situated in county offices of education in all eleven regions. LEAs are invited to use these free services for help in implementing programs if a grant is received. Grant recipients may choose to contract with other technical assistance providers at their own expense.

The network of technical assistance centers in all eleven of the county office of education regions will be available by December to help funded LEAs that request assistance with implementation of their respective Reading First Program. The services available through these centers will be provided by knowledgeable and experienced staff in order to respond to the LEAs' requests for assistance with the key components of their respective Reading First Plans. For example, an LEA may request assistance on such items as:

- ☒ how to fully implement a scientifically-research based reading program
- ☒ how to put into place an effective system of assessment for diagnostics, progress monitoring, and end-of-year outcomes
- ☒ how to prepare a leadership team at the school level focused on instructional improvement
- ☒ how to organize teacher grade level teams to work collaboratively for student achievement
- ☒ how to select and effectively utilize reading coaches and content experts
- ☒ how to develop coherence within the classroom and across the grade level for meeting the needs of all students with a common reading program
- ☒ how to select and work with professional development providers for years 1-3
- ☒ how to network with other Reading First LEAs for shared resources and expertise

The centers will also offer special workshops customized to the specific needs of the LEAs. For example, an LEA may request information on:

- ☒ how to use the State Recommended Assessments (See Appendix K)
- ☒ how to use the state provided unit skill assessments for State adopted reading/language arts programs
- ☒ how to meet end-of-year internal evaluation reporting needs
- ☒ how to provide on-going instructional support to all teachers
- ☒ how to develop district/school leadership roles and functions to support implementation and quality management support for commitment, planning, evaluating, decision-making, and sustaining the efforts

Furthermore, the centers will seek to link reading and reading program experts with LEAs leadership teams and schools, upon request, especially when LEAs are seeking solutions for improving student achievement at particular grade levels or in specific schools.

Reading First Technical Assistance Centers are funded by the state's Reading First grant and therefore, funded LEAs will not be charged for their services, unless specialized services are requested that are beyond the scope of the technical assistance services authorized (e.g., to provide the AB 466 and AB 75 professional development programs; to provide special events for a LEA's teachers; to print and distribute the State's Unit Skill Assessments for teachers and students).

Appendix A: Application Title Page

APPLICATION DEADLINE: Round One: October 25, 2002 Round Two: March 7, 2003	DEPT. OF EDUCATION USE ONLY	
Return to: Reading First Program California Department of Education Reading/Language Arts Leadership Office 1430 N Street, Suite 2401 Sacramento, CA 95814 Fax copies or e-mail copies will not be accepted	Application Number	Fiscal Year
		2002

Type of Applicant Agency: (check one) <input type="checkbox"/> Public School District <input type="checkbox"/> Direct Funded Charter School <input type="checkbox"/> Consortium (provide the CDS code for the fiscal agent) <i>Note: Locally funded Charter Schools can be included within an application filed by the school district.</i>			County/District Code County District									
NOTE: Please print or type all information			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; height: 20px;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> </table>									
Program Reading First Program			Total number of selected schools in application:									
Name of Applicant Agency (LEA)			Total number of FTE K-3 classroom teachers at selected schools:									
Primary Contact Person to Resolve Discrepancies*	Title	Contact's Telephone Number										
Contact's Address		Contact's Fax Number										
City	Zip Code	Contact's Email Address										
CERTIFICATION/ASSURANCE: I hereby certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.												
Printed Name of Superintendent			Telephone									
Superintendent's Signature			Date									

* Note: This person must be available between the application submittal date and the SBE meeting date to respond to questions.

Appendix B: Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING—This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110. The applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency or a member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS—This certification is required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that he or she and any principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and
- (d) have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS) —This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. The applicant certifies that he or she will or will continue to provide a drug-free workplace by:

- (a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) establishing an on-going drug-free awareness program to inform employees about:
 - (1) The danger of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free work plan;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace;
- (c) making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (a);
- (d) notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) abide by the terms of the statement; and
 - (2) notify the employer in writing of his or her conviction of a violation;
- (e) notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employer of convicted employees. The grantee must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
- (f) taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:
 - (1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency; and.
- (g) making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. Place of performance: I certify that the site(s) for the performance of work done in connection with the specific grant are listed in Appendix E of this application.

ENVIRONMENTAL TOBACCO SMOKE ACT—This certification is required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment).

Check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

Appendix C: Identification of Reading/Language Arts Instructional Program

For Round One or Round Two Applications (please check appropriate boxes):

District has adopted and purchased State adopted reading/language arts instructional programs for 2002-03:

Required: Grades K-3 Basic Programs (including Special Education)

- ☐ Houghton Mifflin Reading, *The Legacy for Literacy 2003* **OR**
- ☐ SRA/McGraw-Hill, *Open Court Reading 2002* **OR**
- ☐ SRA/McGraw-Hill, *Open Court Reading 2000*, under the following conditions:

- (1) The instructional materials were purchased by the district prior to the 2002 Reading/Language Arts/English Language Development Adoption;
- (2) The LEA has in place specially designed instructional materials (component) to address the needs of English learners that is comparable to the instructional materials (component) approved and contained in the RLA/ELD programs adopted in January 2002 as approved by the Chair of the Curriculum Development and Supplemental Materials Commission or his or her designee;
- (3) The LEA's specially designed component to address the needs of English learners has been approved by the State Department of Education for legal and social compliance pursuant to Education Code sections 60040-60048 and the State Board of Education's "Standards for Evaluating Instructional Materials for Social Content" (2000 Edition) which is incorporated by reference, and;
- (4) The publishers have met all the requirements of Education Code section 60061, as applicable.

AND

Optional: Grades 4-8 Intervention Programs (for Special Education only)

- ☐ Glencoe/McGraw-Hill (Sopris West), *Language!*
- ☐ Hampton Brown, *High Point*
- ☐ Scholastic, *READ 180*
- ☐ SRA/McGraw-Hill, *SRA Reach Program*
- ☐ Wright Group/McGraw-Hill, *Fast Track Reading Program*

Superintendent's Signature

Date

For Round Two Applications only (please check appropriate boxes):

District has adopted and purchased State adopted reading/language arts instructional programs for 2003-04:

Required: Grades K-3 Basic Programs (including Special Education)

- ☐ Houghton Mifflin Reading, *The Legacy for Literacy 2003* **OR**
- ☐ SRA/McGraw-Hill, *Open Court Reading 2002* **OR**
- ☐ SRA/McGraw-Hill, *Open Court Reading 2000*, under the following conditions:

- (1) The instructional materials were purchased by the district prior to the 2002 Reading/Language Arts/English Language Development Adoption;
- (2) The LEA has in place specially designed instructional materials (component) to address the needs of English learners that is comparable to the instructional materials (component) approved and contained in the RLA/ELD programs adopted in January 2002 as approved by the Chair of the Curriculum Development and Supplemental Materials Commission or his or her designee;
- (3) The LEA's specially designed component to address the needs of English learners has been approved by the State Department of Education for legal and social compliance pursuant to Education Code sections 60040-60048 and the State Board of Education's "Standards for Evaluating Instructional Materials for Social Content" (2000 Edition) which is incorporated by reference, and;
- (4) The publishers have met all the requirements of Education Code section 60061, as applicable.

AND

Optional: Grades 4-8 Intervention Programs (for Special Education only)

- ☐ Glencoe/McGraw-Hill (Sopris West), *Language!*
- ☐ Hampton Brown, *High Point*
- ☐ Scholastic, *READ 180*
- ☐ SRA/McGraw-Hill, *SRA Reach Program*
- ☐ Wright Group/McGraw-Hill, *Fast Track Reading Program*

Superintendent's Signature

Date

Appendix D: Coordination and Leadership

1. LEA has established a district-wide Reading First Leadership Team. Please identify composition of Team by checking appropriate boxes:

- ☐ Board Liaison
- ☐ District Curriculum and Instruction Administrator
- ☐ District Title I Administrator
- ☐ District Special Education Administrator
- ☐ District Language Acquisition Administrator
- ☐ District Library/Media Administrator
- ☐ Principal Liaison
- ☐ Site Council Parent(s)
- ☐ K-3 Teacher Liaison
- ☐ Reading First Coordinator
- ☐ Reading Coach Liaison (if appropriate)
- ☐ Other:

2. Please identify activities and responsibilities of Leadership Team by checking appropriate boxes:

- ☐ LEA Reading First Leadership Team advised on the development of a coordinated plan to integrate other federal and state funding sources with the Reading First Program (where applicable).
- ☐ LEA Reading First Leadership Team assisted in the development of the LEA's Reading First Plan.
- ☐ LEA Reading First Leadership Team will take advisory responsibility for supporting the implementation of the Reading First Plan.
- ☐ LEA Reading First Leadership Team will advise in all phases of the district-wide Internal Evaluation Plan (development and implementation) for monitoring and assessing student reading achievement for assessing district and school level capacity to fully implement the adopted reading/language arts program, for providing professional development for all teachers and site administrators, and for appropriately using screening, diagnostic, classroom-based, and outcome assessments.
- ☐ LEA Reading First Leadership Team will promote reading and library programs that provide student access to engaging reading materials, including coordination with state funded programs.
- ☐ Other:

Appendix E: School Identification Record (Duplicate for each selected school)

Page ____ of ____

District: _____

Name of School: _____

CDS Code (14 digits): _____

Name of Principal: _____

School Address: _____

Phone Number: _____ Fax Number: _____

Email: _____ Total FTE K-3 Classroom Teachers at School _____

☐ Title I School

☐ Targeted Assistance or

☐ Schoolwide

☐ Identified for improvement under Title I

☐ Charter School

Department of Education Use Only

Percentage of Grade 2 and 3 (2002) students reading
below grade level (refer to State Eligibility %)

Poverty Rate (refer to State Eligibility data)

Appendix F: LEA Level Assurances and Related Certification

LEA Level Assurances – REQUIRED

On behalf of the LEA, we, the superintendent and members of the LEA's board of education, agree to:

- ☐ Establish a well-defined district vision with goals and objectives for student achievement (*including the belief that all students can read at grade level if adequately taught*).
- ☐ Require, in Year 1, or the first year the teachers work at a Reading First school site, participation of all teachers (K-3 and K-12 special education) in either California Professional Development Institutes - Reading (CPDI) or in State approved AB 466 provider and curriculum which may be the LEA (with LEA responsible for 80 hours of practicum).
- ☐ Require, in Year 1, or the first year the principals work at a Reading First school site, participation of all principals (K-3 elementary schools) in either California Professional Development Institutes - Reading (CPDI) for principals or in State approved AB 75 provider of Module 1 curriculum that may be the LEA.
- ☐ Provide ongoing training/follow-up sessions for K-3 and special education teachers, coaches, coordinators, and principals, with technical assistance from the Technical Assistance Centers as requested by LEA.
- ☐ Adopt and fully implement the district's State adopted K-3 instructional reading/language arts program for K-3 teachers and special education teachers, and the 4-8 intervention programs for special education teachers.
- ☐ Assure the adopted reading/language arts program will be fully implemented and the daily instructional time protected from disruptions for a minimum of 2.5 hours for Grades 1-3 and 1 hour for Kindergarten.
- ☐ Use and support only supplemental materials, technology programs, or staff development programs that support the scientific research-based, adopted reading/language arts instructional program.
- ☐ Develop and implement an assessment plan for all Reading First schools based on valid and reliable instructional assessments from the recommended list.
- ☐ Assure that all school sites will support regular, collaborative, grade-level teacher meetings to discuss use of the instructional program, student results on the selected assessments, and receive additional training.
- ☐ Develop and conduct an internal evaluation on the effectiveness of its Reading First Program.
- ☐ Make regular site visits to monitor the level of implementation of the adopted reading instructional program and adherence to the purposes of its Reading First Program.
- ☐ Assure the C&I administrators and Title I administrators reinforce established district policy guiding the consistent implementation of the adopted instructional reading program, including instructional time, use of scientific research-based instructional strategies, and use of selected assessments.
- ☐ Assure the LEA's Reading First Program and all other district and site level Language Acquisition, Title I, School Improvement, and Special Education Programs are coordinated.
- ☐ Assure the LEA's Reading Excellence Act schools also funded as Reading First Schools (meeting all program requirements in both programs) will use funding from their Reading First programs to expand and strengthen their reading program (if applicable).
- ☐ Assure that private schools have been contacted regarding the LEA's Reading First Program, and if appropriate, services will be coordinated in compliance with Section 9501 of the No Child Left Behind Act.

LEA Level Assurances - OPTIONAL

- ☐ Use funding to hire reading coaches (1:30 teachers) and/or content experts (1:20 coaches).
- ☐ Assign an appropriate administrative credentialed staff member (with school administration experience and reading/language arts knowledge) to serve as the Coach Coordinator (*this is optional if the district's plan does not include reading coaches; if the plan includes multiple coaches, then this position is required*).
- ☐ Provide coaches sufficient professional development and support for increasing knowledge and experience.
- ☐ Support full access of coaches in all classrooms (*if this option is taken*).

Certification for LEA Level Assurances

I hereby certify that our LEA (school district or charter school) will comply with all the REQUIRED Assurances, and any checked Optional Assurances, for participation in the California Reading First Program.

Name of Local Educational Agency

Signature of Superintendent

Date

Print Name

Appendix G: School Site Assurances and Related Certification

School Site Assurances - REQUIRED

On behalf of the school, the principal and vice principal, as instructional leaders, agree to:

- ☐ Establish a well-defined school vision (supporting district vision) with goals and objectives for student achievement *(including the belief that all students can read at grade level if adequately taught)*.
- ☐ Support full implementation of the district's state adopted reading/language arts program and protect the daily instructional time from disruptions for a minimum of 2.5 hours for Grades 1-3 and 1 hour for Kindergarten.
- ☐ Require, in Year 1, or the first year the teachers work at a Reading First school site, that all teachers (K-3 and K-12 special education) participate in either California Professional Development Institutes - Reading (CPDI) or in State approved AB 466 provider and curriculum which may be the LEA (with LEA responsible for 80 hours of practicum).
- ☐ Be involved in, and knowledgeable of, the instructional delivery of the program.
- ☐ Organize and support regular, collaborative, grade level teacher meetings to discuss use of the instructional program and student results on the selected assessments, and to develop action plans for student interventions and/or additional teacher training.
- ☐ Guide the monitoring of student progress based on the selected assessments approved by the district; and use the results to make program decisions for the purpose of maximizing student achievement.
- ☐ Attend, in Year 1, or the first year the principal works at a Reading First school site, either the CPDI Reading institutes for principals or AB 75 Principal Training Program for Module 1 based on the district's State adopted reading/language arts program.
- ☐ Insist on and ensure the full implementation of the adopted reading/language arts program for K-3 teachers.
- ☐ Ensure that any supplemental materials, technology programs, or staff development programs will be in alignment with the scientific research-based, adopted program.
- ☐ Assure that the school's Reading First Program and the staff and advisory committees responsible for Language Acquisition, Title I, School Improvement, and Special Education programs at the site level are coordinated.

School Site Assurances - OPTIONAL

- ☐ Assure that coaches are adequately prepared to serve as a peer coach to teachers implementing the adopted reading/language arts program.
- ☐ Hold regular meetings with the reading coach who is working with your teachers; and conduct classroom observations with the coach on a regular basis.

Certification for School Site Assurances

I hereby certify that our LEA (school district or charter school) will comply with all the REQUIRED Assurances, and any checked Optional Assurances, for participation in the California Reading First Program.

Name of Local Educational Agency

School Name

Date

Printed Name of Principal

Signature of Principal

School Name

Date

Printed Name of Principal

Signature of Principal

School Name

Date

Printed Name of Principal

Signature of Principal

School Name

Date

Printed Name of Principal

Signature of Principal

School Name

Date

Printed Name of Principal

Signature of Principal

Page _____ of _____

Appendix H: Competitive Questions Scoring Rubric

Competitive Question	Exceeds Criteria 9 points	Meets Criteria 8-6 points	Does Not Meet Criteria 0 points
One: Selection of Schools Describe how the LEA selected the eligible school(s) to participate in the Reading First Program, include: a) district's effort to inform eligible schools about its proposed Reading First Plan b) district's selection criteria and procedures, including how developed and by whom. c) district's final selection of schools in rank order, including a profile of selected schools with general evidence of instructional support for increasing student achievement in reading.	In addition to Meets Criteria , The teachers and administrators at each school site were involved in the preparation of the application and are prepared to implement the Reading First Program at their school. It is clear that each principal has the time and expertise to provide leadership and support to teachers of reading, or it is clear how each principal will work with a reading coach to provide this support to teachers.	Sites were informed about the program, and the K-3 teachers and principal at the sites agreed to participate in the program and the required activities. Each selected site has sufficient resources (time and expertise) to provide instructional leadership to support the reading program.	No description of how school sites were chosen is included, OR Sites were selected without the sites' agreement or consideration of their capacity to utilize the program.

Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Two: Implementation Monitoring Plan Describe how the LEA plans to support and monitor the full implementation of the State adopted K-3 reading/language arts instructional program.</p> <p>a) name the key personnel and their responsibilities regarding implementation of the plan at the district and school levels. Include the roles of the Reading First Leadership Team.</p> <p>b) describe how the LEA will support and monitor the progress of the implementation of the State adopted K-3 reading/language arts program at the school and classroom levels.</p>	<p>In addition to Meets Criteria,</p> <p>The plan describes a strong network of district and site personnel who will be responsible on a daily basis for ensuring that the State adopted K-3 reading/language arts instructional program is being implemented in a logical and consistent manner.</p> <p>The personnel identified clearly have sufficient oversight and authority within the district and/or the school site to make adjustments in the implementation of the program, if required.</p>	<p>The description of who will support the State adopted K-3 reading/language arts program's implementation and how it will be supported and monitored includes enough detail and appropriate assignment of personnel that it appears the LEA will know what to do, and who is doing it, as soon as the grant is awarded.</p> <p>The continued involvement of the Leadership Team is evident in that it has a real role in decisions effecting the implementation of the program.</p> <p>Sufficient detail is also provided to explain how the district will provide support and monitor program implementation at both the school site and classroom level.</p>	<p>The people or job classifications identified for supporting and monitoring implementation appear vague or inappropriate (i.e. include only school site personnel).</p> <p>Lists roles of Leadership Team that are superficial or appear to have limited to no role in decisions that affect program outcomes.</p> <p>Provides limited or no details on delivery of support and monitoring of the reading program.</p>

Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Three: Instructional Leadership Describe how the LEA and site administration will provide instructional leadership and content expertise to support the Reading First Plan at school sites.</p> <p>a) identify specific LEA and school-level personnel that will be responsible for providing instructional leadership and content expertise to support the teachers.</p> <p>b) include the expertise, proposed training and time commitment for each identified personnel.</p>	<p>In addition to Meets Criteria,</p> <p>The plan recognizes that improved reading instruction in not simply the function of increased professional development for teachers, but also leadership at the site level that provides the time and content expertise for collaborative problem solving and just-in-time solutions to meet student and teacher needs daily.</p> <p>The plan recognizes that it is the principal's job to provide this leadership and describes how the principal in combination with other instructional support personnel (e.g. reading coaches, content experts) will provide the needed support to teachers.</p>	<p>Specific LEA and school personnel are identified, and their expertise and/or proposed training and time commitment appear sufficient to ensure instructional leadership and content expertise at each school site.</p> <p>The principal has a role in providing instructional leadership and supporting the instruction of reading.</p>	<p>Describes with few details how the teachers will be supported at their school site.</p> <p>Describes no role or a limited role of the principal as instructional leader and provider of support of content expertise for teachers of reading.</p> <p>Lists inappropriate personnel or lists only job titles and does not adequately describe the expertise and time commitment of the person(s).</p>

Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Four: Three-Year Professional Development Plan Describe the LEA's Professional Development Plan for teachers, principals, and vice principals.</p> <p>a) describe the first year's plan for ensuring that teachers receive AB 466 professional development; and principals and vice principals receive AB 75 professional development (Module 1-Reading)</p> <p>b) describe the second and third year's plan to provide teachers with <u>advanced</u> training that builds upon the first year's AB 466 professional development and provides AB 466 professional development for teachers new to the school or grade level. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.</p> <p>c) describe the second and third year's plan to provide principals and vice principals with <u>advanced</u> training that builds upon the first year's AB 75 training and provides AB 75 training for new principals who have not yet received AB 75 professional development [Module 1-Reading] for the State adopted instructional program used in the LEA. Include the</p>	<p>In addition to Meets Criteria,</p> <p>As in year one, the professional development in years two and three is ongoing throughout the school year and provides instruction for teachers and principals to improve daily delivery of reading instruction.</p> <p>Describes on-going professional development that builds capacity at each school in order to have instructional staff (e.g., one or more content experts or reading coaches) who can assist colleagues even after the grant period ends.</p>	<p>The description of how every K-3 teacher at participating school sites will be trained on the K-3 reading instruction program used by the LEA through the AB 466 program is included and appears workable.</p> <p>The description of how the LEA will provide access to professional development programs in reading under AB 466 for special education teachers, K-12, is included and appears workable.</p> <p>The description of how every principal and vice principal will be trained on the K-3 reading instruction program used by the LEA through the AB 75 program is included and appears workable.</p> <p>The Year Two and Three professional development programs build on the prior year's program and are described in sufficient detail (including delivery system and duration) that it is clear that the second and third year training will increase the teachers' and principals' expertise in reading instruction.</p>	<p>The plan does not provide for AB 466 training for the teachers or AB 75 training for the principals and vice principals.</p> <p>While the plan states that professional development will occur in years two and three, it does not describe how it will occur and/or omits sufficient detail to explain the duration, delivery system, curriculum and provider, or how they will be selected.</p>

<p>duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.</p> <p>d) describe how the LEA will provide access to professional development programs for special education teachers, K-12.</p>			
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Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Five: Three-Year Classroom Assessment Plan Describe the LEA's Three Year Classroom Assessment Plan for each grade level (K-3):</p> <p>a) name the classroom assessments the district has selected from the State Recommended List that will be available to teachers by grade level, for each key skill, under the header groups of (1) screening, diagnosis, monitoring progress, and (2) outcome (end-of year). A minimum of <u>one</u> assessment is required to measure the technical skills [<i>see attached State Recommended List</i>].</p> <p>b) identify which assessments will be required and when they will be administered.</p> <p>c) explain how teachers will be supported in using classroom assessment data to modify instruction and improve student achievement.</p>	<p>In addition to Meets Criteria,</p> <p>Evidence that the LEA worked with the schools to develop the three-year classroom assessment plan is included.</p> <p>Description includes how the selected assessments will be coordinated with existing LEA or school assessments.</p>	<p>The list of assessments to be used covers every technical skill to be measured and includes only assessments on the State Recommended List.</p> <p>Description includes when the assessments will be administered and identifies the relationship of its use to the State adopted reading program.</p> <p>Description includes how and when the teachers will be given training on use and provided time and expert assistance in analyzing the results of the assessments.</p> <p>Description includes how the results of the assessments will be used to direct or modify instruction for students, as well as identify school/grade level trends that need to be addressed.</p>	<p>Does not include the assessments that will be used, or only includes the list of assessments that will be used and does not explain how they will be used to improve instruction and student achievement.</p>

Competitive Question	Exceeds Criteria 9 points	Meets Criteria 8-6 points	Does Not Meet Criteria 0 points
<p>Six: First Year's Technical Assistance Plan Describe how the LEA will ensure that the necessary technical assistance is provided to the school sites so that the goals of the Reading First Program can be accomplished.</p> <p>a) identify the technical assistance the LEA will provide to its Reading First schools (e.g., coordination and supervision of resource personnel to assist schools; additional teacher support personnel –reading specialists or coaches; district program evaluator and/or assessment specialist; trainer on use of State Recommended List of Assessments; database management system to monitor progress and curriculum-based assessments)</p> <p>b) identify the technical assistance the LEA will rely on the State Technical Assistance Centers to assist with its Reading First Plan (e.g., district level training on support and monitoring systems to assure full implementation of the State adopted K-3 reading/language arts program; consultation with State adopted instructional program experts, assessment experts, and/or school-site leadership experts; training on use of State Recommended List of Assessments; acquisition of State provided unit assessments for State adopted instructional program; and advisement on its plans for implementation, assessment, professional development, and internal</p>	<p>In addition to Meets Criteria,</p> <p>Includes evidence that the LEA surveyed the schools to determine, in part, what technical assistance services would be required.</p> <p>Includes evidence that the LEA realistically assessed its current ability to provide technical assistance services and built its technical assistance plan on utilizing its strengths and augmenting weak areas.</p>	<p>Clearly describes the technical assistance services that will be needed by the school site and identifies the source, (LEA or State Technical Assistance) that will provide each of these services.</p> <p>Outlines how the LEA will, over time, develop the capacity to provide the ongoing technical assistance to schools to support reading instruction.</p>	<p>Relies primarily on existing personnel with no additional training or time to provide technical assistance.</p> <p>Relies totally on State Technical Assistance with no plan for building capacity at the LEA or school level over the term of the grant.</p> <p>Only talks about needing technical assistance and does not articulate the discreet services that would constitute a LEA technical assistance plan.</p>

evaluation).			
c) Describe how the LEA will build its internal capacity to provide technical assistance to its Reading First schools and overtime rely less on State Technical Assistance Centers.			

Competitive Question	Exceeds Criteria 7 points	Meets Criteria 6-5 points	Does Not Meet Criteria 0 points
Seven: Current Impediments and Solutions for All Students Reading at Grade Level a) Describe current barriers that impede all students from reading at grade level. b) Describe how the LEA plans to alleviate these barriers.	In addition to Meets Criteria , Includes evidence that the LEA worked with the schools to determine current impediments and realistic solutions. Describes how the realistic solutions will be coordinated with other programs aimed at alleviating the same impediments.	Includes evidence that LEA has critically examined their current reading program and has determined specific problems that must be addressed to successfully instruct reading so that every child can read well by the end of third grade. Describes specific impediments, such as teacher turnover and student mobility, and provides realistic solutions to minimize the effect of these impediments.	Discussion is non-existent or based on generalizations and gives little or no evidence that an analysis was conducted.

Competitive Question	Exceeds Criteria 8 points	Meets Criteria 7-5 points	Does Not Meet Criteria 0 points
<p>Eight: Addressing Special Needs of K-3 Students Describe how the LEA plans to increase the likelihood of success for all K-3 and special education students currently reading below grade level for:</p> <p>a) English learners</p> <p>b) students with reading difficulties</p> <p>c) students at risk of referral to special education based on reading difficulties</p> <p>d) students deficient in the essential components of reading instruction</p>	<p>In addition to Meets Criteria,</p> <p>Includes evidence that the LEA worked with the schools to identify the subgroups and how the adopted reading instruction program should be used to meet their needs.</p> <p>Describes how the additional services, if required, will be coordinated with other programs that provide similar services.</p>	<p>Includes an analysis of subgroups in the LEA that will require particular attention to ensure that all students can read well by the end of third grade.</p> <p>Describes how the adopted reading instruction program will be used to meet the needs of the identified subgroups and how their progress will be monitored to ensure that any additional accommodation or services that may be required are provided in a timely fashion.</p>	<p>Discussion is non-existent or based on generalizations and gives little or no evidence that an analysis was conducted.</p>

Competitive Question	Exceeds Criteria 6 points	Meets Criteria 5-4 points	Does Not Meet Criteria 0 points
<p>Nine: Promotion of Reading and Library Programs Describe how the LEA will promote reading and library programs that offer an expansion of reading materials for students in Reading First schools.</p>	<p>In addition to Meets Criteria,</p> <p>The Reading First program supports the library program at each site.</p> <p>Schools assisted in determining how reading and library programs at their site would be utilized to support the reading instruction program at each grade level.</p>	<p>Outside reading and library programs are utilized to support the reading instruction program.</p>	<p>While reading and library programs are mentioned, it is not clear how they will interface with the instructional program.</p>

Competitive Question	Exceeds Criteria 7 points	Meets Criteria 6-5 points	Does Not Meet Criteria 0 points
<p>Ten: Three-Year Internal Program Evaluation Plan Explain how the LEA's 3-Year Internal Evaluation Plan addresses school level effectiveness in terms of implementing the State adopted reading/language program and improving student reading achievement. Plan needs to indicate what evidence the district will have annually to address the State's goal that significant numbers of student are reading at grade level by the end of the third year of subgrant funding. It is required that LEA have classroom level data on student achievement.</p> <p>The evaluation plan must include:</p> <ul style="list-style-type: none"> a) the outcome assessment measures for each grade level b) the data collection schedule c) subgroup analyses of data (data must be disaggregated by grade level, low income, major racial/ethnic groups, English learners, and special education) d) how program improvement decisions will be made based on the data e) who will be responsible for the reliability and validity of the program evaluation design, measurements, and analysis 	<p>In addition to Meets Criteria,</p> <p>The evaluation is coordinated with the evaluations of other programs so that effective practices and/or problems identified through the various evaluations can be shared, and cross-program analyses can be accomplished.</p>	<p>The three-year internal evaluation plan includes all the required elements and will be conducted by persons knowledgeable in evaluation methodologies.</p> <p>It is clear that information gathered through the evaluation will be available at regular predetermined intervals to both LEA and school level decision-makers.</p> <p>The LEA has a process to utilize the information gathered through the evaluation to make program improvements over the term of the program.</p>	<p>The evaluation plan is either absent or does not include all the requisite components.</p> <p>Description of the evaluation plan lacks specificity and/or the data collection proposed would not provide sound data to determine program effectiveness.</p>

Competitive Question	Exceeds Criteria 7 points	Meets Criteria 6-5 points	Does Not Meet Criteria 0 points
<p>Eleven: Leveraging Federal and State Funding Describe how LEA plans to leverage Reading First funding, Reading Excellence Act funding (if available in eligible selected schools), other Federal funds (e.g., Title I, No Child Left Behind), and State funded programs to maximize and extend fiscal resources to support the selected schools in improving reading for <u>all</u> students.</p> <p>a) Identify possible funds available to support each or specific selected schools in addition to Reading First subgrant funds.</p> <p>b) Explain how these funds will be used to maximize student achievement in reading.</p>	<p>In addition to Meets Criteria,</p> <p>Plan sufficiently describes initial coordination of programs and funding, and establishes a system by which personnel responsible for the various programs will meet regularly to ensure that decisions made in each of the programs is cost effective for all the programs and maximizes coordinated support for increased student achievement.</p>	<p>Describes clearly how other programs aimed at supporting K-3 instruction will be coordinated to support the goals of Reading First and the other programs.</p> <p>Identifies savings or increased service that will accrue from the coordination of these separate programs.</p>	<p>Exhibits little or no effort to coordinate programs or leverage funding to better serve the same populations, and does not explain why such coordination is not possible among existing programs.</p>

Competitive Question	Exceeds Criteria 9 points	Meets Criteria 8-6 points	Does Not Meet Criteria 0 points
<p>Twelve: Three-Year LEA Budget Proposal Provide a 3-Year Budget Proposal [projected on \$6,500 to \$8,000 per K-3 teacher in the eligible, selected school(s) each fiscal year]. Please note that additional justification is required if the budget exceeds the \$6,500 per teacher level.</p> <p>a) Identify proportion of Reading First grant funds to be designated annually for LEA instructional support services; and provide a brief rationale for the use of these funds</p> <p>b) Identify proportion of Reading First grant funds for selected school(s) by specifying the allocation and use of these funds by name of school [Note: If the use of these funds is the same for all schools, this needs to be noted and the breakdown by school is then not required.]</p>	<p>In addition to Meets Criteria,</p> <p>Indicates that schools assisted in developing the budget and schools' needs were addressed.</p> <p>Budget detail accounts for key plan component (professional development, assessment, content expertise, internal evaluation plan).</p>	<p>Proposed expenditures support the professional development, classroom assessment, instructional support staff, and internal evaluation activities described in the plan.</p> <p>Expenditures and unit costs appear reasonable considering scope of work.</p> <p>There are no proposed expenditures for disallowable uses.</p> <p>The budget clearly identifies expenditures that will occur at the LEA and school levels.</p> <p>Budget is internally consistent and properly computed.</p> <p>If the budget exceeds the Title I minimum and the \$6, 500 per K-3 teacher amount, additional explanation is provided that justifies the higher grant amount. (Note: If such justification is absent and the subgrant applicant is successful, the subgrant award will be lowered to the Title I minimum or the \$6,500 per K-3 teacher amount.)</p> <p>If the budget includes proposed expenditure for supplemental materials, the specific supplemental materials must be identified and the need for such materials explained.</p>	<p>It is not clear that the described program can be accomplished with the proposed budget, or that the proposed expenditures align to the activities proposed.</p> <p>Sufficient detail is not provided so that the budget can be understood.</p> <p>The budget is not internally consistent or properly computed.</p> <p>The budget proposes expenditures that are disallowable or the purchase of supplemental materials that are not justified.</p>

Appendix I: Budget Form

(Reading First Subgrant and SACS Resource Code 3030)

Please complete one budget form for each year of the three-year subgrant. Narrative/detail may be on an attached separate page.

Expen- diture Object Codes	Description <i>(narrative/detail)</i>	Year _____
Series	Direct costs	\$
1000	Certificated personnel salaries List all certificated staff in this grant, including percentage of full-time equivalent (FTE), rate of pay per month and/or year. Total certificated personnel salaries	
Series	Classified personnel salaries	
2000	List all classified staff in this grant, including percentage of full-time equivalent (FTE), rate of pay per and/or year. Total classified personnel salaries	
Series	Employee benefits	
3000	Include description and method of calculation. Total employee benefits	
Series	Books and supplies	
4000	List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Total books and supplies	
Series	Travel and conferences	
5200	Describe travel necessary to meet project objectives. <i>(narrative/detail)</i>	
5600	Rents, leases, and repairs	
	Description: <i>(narrative/detail)</i>	

Budget Form (Cont.)

Expen- diture Object Codes	Description (<i>narrative/detail</i>)	Year _____
5100 and/or 5800	Consultant services Description: (<i>narrative/detail</i>) Resumes are required upon request by CDE.	
5000	Other services and other operating expenses Description: (<i>narrative/detail</i>) Total services and other operating expenses	
Series 6400– 6500	Equipment and equipment replacement List items necessary to meet project objectives. Total equipment	
Series 6000– 6300	Other capital outlay Description: (<i>narrative/detail</i>) Total equipment and capital outlay	
Series 7000– 7299	Tuition and other transfers out Description: (<i>narrative/detail</i>) Total tuition and other transfers out Total direct costs	
7300– 7399	Indirect costs @ _____ %. Indirect costs exclude capital outlay. Calculation is as follows: Codes 1000–5900 \$ _____ x indirect rate: _____ % = Total costs	*

*If total budget exceeds Title I minimum subgrant amount and the amount calculated by multiply the participating schools K-3 classroom teachers by \$6,500, please include a written justification for the funding in excess of the higher of those two amounts. Total subgrant funding cannot exceed \$8,000 multiplied by the Total FTE K-3 classroom teachers in the participating schools.

Appendix J: Definition of Obligation

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the LEA makes a binding written commitment to acquire the property
Personal services by an employee of the LEA	When the services are performed
Personal services by a contractor who is not an employee of the LEA	On the date on which the LEA makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the LEA makes a binding written commitment to obtain the services
Public utility services	When the LEA receives the services
Travel	When the travel is taken
Rental of real or personal property	When the LEA uses the property

Appendix K: Recommended List of Assessments for California's Reading First LEAs

Phoneme Awareness: *Mid-year/ Spring for Kindergarten
Fall/Winter for Grade 1 (if needed)
Only if needed for Grades 2 and 3*

Screening, Diagnosis, Monitoring Progress, and Outcome

(Deletion: Initial and Final Sounds, Phoneme Segmentation, Counting Syllables)

Comprehensive Test of Phonological Processing (CTOPP, Pro-Ed, Inc., 1999)

Test of Phonological Awareness (TOPA, Pro-Ed, Inc., 1994)

Yopp-Singer Test of Phoneme Segmentation (*The Reading Teacher*, 1995)

(Deletion: Initial and Final Sounds, Phoneme Segmentation, Counting Syllables,
Rhyming Words, Phonemes in Words, Matching Short Vowels and Consonants)

Kindergarten Mid-Year and End-of-Year Assessments (Provided by the State)

Kindergarten Monitoring Assessments (Provided by the State)

Beginning Phonics: *Spring for Kindergarten
Only if needed for Grades 1, 2, and 3*

Screening, Diagnosis, Monitoring Progress, and Outcome

(Alphabet Names, Consonant Sounds, Short Vowel Sounds)

Early Reading Diagnostic Assessment (Psychological Corporation/Harcourt, 2000)

Woodcock Reading Mastery Test- Revised (WRMT-R, Amer. Guidance Services, 1998)

Kindergarten End-of-Year Assessments (Provided by the State)

Kindergarten Monitoring Assessments (Provided by the State)

Phonics: *Every 4 to 6 Weeks for Grade 1
Every 4 to 6 Weeks for Grade 2
Only if needed for Grade 3*

Screening, Diagnosis, Monitoring Progress (Word Study, Decoding, Early spellings)

Beginning Phonics Skills Test (Shefelbine, 1999)

Early Reading Diagnostic Assessment (Psychological Corporation/Harcourt, 2000)

Woodcock Reading Mastery Test – Revised (WRMT-R, American Guidance Services,
1998)

Unit Skill Assessments (Provided by the State)

Outcome (Word Study, Decoding, Early spellings)

Grade 2 and 3 California STAR Program (Terra Nova, CAT6) and CA Standards Test,
Word Identification

Oral Reading Fluency: *Spring for Grade 1*
3 to 6 Times Per Year for Grades 2 and 3

Screening, Diagnosis, Monitoring Progress, and Outcome (Timed Fluency: WCPM)

Curriculum-Based Measurement (CBM), Grades 1, 2, and 3, Oral Reading Fluency
(Vanderbilt University, 2001)

Unit Skill Assessments, Grade 1 (Weeks 24, 30, 36) Oral Fluency Passages (Provided
by the State)

Unit Skill Assessments, Grade 2 (Weeks 6, 12, 18, 24, 30, 36) Oral Fluency Passages
(Provided by the State)

Unit Skill Assessments, Grade 3 (Weeks 6, 12, 18, 24, 30, 36) Oral Fluency Passages
(Provided by the State)

Reading Comprehension: *Every 8-10 Weeks, Grades 1*
Every 6-8 Weeks, Grades 2 and 3

Screening, Diagnosis, and Monitoring Progress

(Main idea, Author's point of view, Analysis, and Inference)

Early Reading Diagnostic Assessment (Psychological Corporation/Harcourt, 2000)

Woodcock Reading Mastery Test -Revised (WRMT-R, Amer. Guidance Services, 1998)

Unit Skills Assessments, Grade 1 (Weeks 24, 30, 36) Reading Comprehension
(Provided by the State)

Unit Skills Assessments, Grade 2 (Weeks 6, 12, 18, 24, 30, 36) Reading Comprehension
(Provided by the State)

Unit Skills Assessments, Grade 3 (Weeks 6, 12, 18, 24, 30, 36) Reading Comprehension
(Provided by the State)

Outcome

(Main idea, Author's point of view, Analysis, and Inference)

Grades 2 and 3 CA STAR Program and CA Standards Test, Reading Comprehension and
Critical Analysis

Vocabulary: *Every 8-10 Weeks, Grades 1*
Every 6-8 Weeks, Grades 2 and 3

Screening, Diagnosis, and Monitoring Progress

(Antonyms, Synonyms, Multiple Meanings, Context Meanings)

Woodcock Reading Mastery Test- Revised (WRMT-R, Amer. Guidance Services, 1998)

Test of Word Knowledge (TOWK, Psychological Corporation, 1992)

Unit Skills Assessments, Grade 1 (Weeks 24, 30, 36) Vocabulary (Provided by the State)

Unit Skills Assessments, Grade 2 (Weeks 6, 12, 18, 24, 30, 36) Vocabulary
(Provided by the State)

Unit Skills Assessments, Grade 3 (Weeks 6, 12, 18, 24, 30, 36) Vocabulary
(Provided by the State)

Outcome

(Antonyms, Synonyms, Multiple Meanings, Context Meanings)

Grades 2 and 3 CA STAR Program (Terra Nova, CAT6) and California Standards
Test, Vocabulary

Appendix L: Frequently Asked Questions

September 19, 2002

General

What is the Reading First program?

Reading First is a federal grant program with the purpose of ensuring all children learn to read well by the end of third grade. In order to receive \$132.9 million per year for six years, California developed a Reading First Plan that was approved by a panel of reading experts for the United States Department of Education (USDE). California's Reading First Plan ensures that all the necessary components to improve reading instruction are available to California's highest need K-3 classrooms. These components include scientifically researched and standards based instructional materials, teachers trained to use these materials, principals knowledgeable in reading instruction able to support the teachers, and classroom assessments geared to the instructional program that allow the teacher to monitor and improve student achievement of reading skills.

Is the Reading First Program only a professional development program?

While teacher and principal professional development is an important element of California's Reading First Program, the Reading First Program is much more than that. As required by federal law, California's Reading First Program is a comprehensive K-3 program built around California's standards based adopted reading instructional materials that utilizes the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies). The Reading First program will allow schools serving low achieving, low income K-3 students to simultaneously have scientifically researched based instructional materials, teachers and principals trained to use those materials, scientifically researched based assessments aligned to the instructional materials, and time and expert resources (reading coaches, content experts, district and state technical assistance) to focus this instruction on the needs of individual students.

Is this a one-year or multi-year subgrant?

Once approved, the Reading First subgrant amount will be annually awarded to the LEA for three years. If a LEA is not making substantial progress in improving student reading achievement and implementing the program, funding may be discontinued before three years. The State Board of Education, on advice of the Reading and Literacy Partnership Team, will define "substantial progress" within the next year.

Why is it called a subgrant?

The State of California received a "Reading First Grant" from the USDE. When the State allocates the grant to LEAs it becomes a "subgrant."

Eligibility

What local educational agencies (LEAs) are eligible for Reading First Grants?

As required under federal law, California's approved Reading First Plan targets local education agencies (LEAs) with the highest need. Eligibility is therefore limited to LEAs serving grades K-3 which have one thousand or more, or 40 percent or more, of their second and third graders scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and that meet one of the following criteria:

- 4) The LEA has jurisdiction over an area designated as an empowerment zone or an enterprise community; OR
- 5) The LEA has two or more Program Improvement schools under Title I, Part A, or 25 percent of its schools identified for Program Improvement under Title I, Part A; OR
- 6) The LEA has 2,000 or more students, or 60 percent of students counted for allocation of Title I, Part A, funding.

A listing of the LEAs meeting the above criteria, and therefore eligible for the Reading First Program is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/pd/readfirst>.

What should I do if I think my LEA meets the criteria, but is not included in the List of Eligible LEAs?

Before submitting an application, please contact Kathie Scott in the California Department of Education at (916) 323-4711 or kscott@cde.ca.gov to discuss why you believe your LEA is eligible.

Are all schools in an eligible LEA eligible for the program?

No. To be an eligible school within an eligible LEA, a school must have 40% or more of its second and third graders scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and be a program improvement school or have 50 percent or more of its students counted for allocation of Title I, Part A, funding.

Is there a list of eligible schools that meet the above criteria?

Such a list is being developed and will be posted on the Reading First Web site (<http://www.cde.ca.gov/pd/readfirst/>) when completed.

Are schools that currently receive Reading Excellence Act funding eligible for the Reading First Program?

Possibly, but being a REA school neither automatically makes a school eligible or ineligible for Reading First. If a school that has a REA grant meets the eligibility requirements for Reading First, an eligible LEA make include that school in its Reading First application. Being both a REA school and a Reading First school will, however, require additional management and reports. Therefore, it is not recommended, but it is permissible to be both a REA and Reading First school.

Basically there are two ways a REA school could enter the Reading First Program. First, a LEA could choose to have a REA school continue in its Reading Excellence Act Program until the end of June 2003. On July 1, 2003, the approved LEA Reading First Plan could specify that the REA school will join the Reading First Program schools. Secondly, a LEA could request approval to have a REA school modify its Reading Excellence Act Program in order to join and be in alignment with the LEA's selected Reading First Program schools. This option however does requires all REA and Reading First program elements be met at the subject school, including all program approvals and reporting requirements.

Can a school that meets the criteria apply on its own?

No. The Reading First program requires school districts to be involved and support each schools' reading instruction program. Therefore, the school district must apply.

Can a charter school apply?

If they meet all the Reading First eligibility requirements, independent charter schools can apply as a LEA and non-independent charter schools can be a school on their chartering district's application.

Can a LEA just pick the schools to participate or does each school have to agree to participate?

LEAs are encouraged to work with the eligible selected schools in developing their application in order to ensure that each school understands the program and has had an opportunity to offer input to modify the program to meet individual site needs. The principal of each school will also need to sign the site assurances to indicate that the school will accomplish all the required program components.

Why must LEAs apply for a specific number of schools? Can the number of schools in a LEA's application deviate from this number?

In order to ensure that enough schools are in the program to work with the school district and focus efforts on improving the reading program, the Reading First program will fund half to three-quarters of the eligible schools in each qualifying LEA. If an LEA has a reason for including fewer than half of the eligible schools, they may propose including less schools in their application, but to be approved, they must explain how the Reading First program will have a large enough presence in the district to ensure that it receives the attention it needs to improve student achievement in reading.

How is the number of funded schools calculated if three-quarters of the eligible schools is not a whole number?

To determine the number of funded school an LEA may round up to the nearest whole number, if rounding is required.

Must the schools listed on the LEAs application already be using the required State adopted reading instructional materials in their K-3 classrooms before the LEA can apply?

For the First Round of Applications, LEAs will be expected to begin implementation in the 2002-2003 school year and therefore must have the requisite instructional materials in the classroom. In the Second Round of Applications next spring, the expectation is that implementation will begin in the 2003-2004 school year, and the requisite instructional materials would have to be in the Reading First K-3 classrooms at the start of that school year.

Must all K-3 classrooms at the school have the required state adopted reading instructional materials?

Yes.

If my LEA doesn't apply in this first round, will there be any money left for the second round?

While California's current grant is not large enough to fund all eligible LEAs, it is sufficient, given the number of eligible LEAs with the requisite instructional materials, that we are confident that there will be funds available to conduct a second round of applications in Spring 2003.

Will there be funds available to award new subgrants in 2003-2004?

While the USDE has indicated that it will seek to expand funding for this program in the future, until the funds are appropriated, we cannot be sure that any new subgrant awards will be made after 2002-2003.

Funding

Why is there a range in the amount of funding per K-3 teacher in this program?

While the subgrants are basically calculated as a per K-3 teacher amount, many of the costs associated with the program are not classroom based. Principal training, K-12 special education teachers' professional development, Reading Coaches and Content Experts, district technical assistance and evaluation, are also costs associated with this program. It is anticipated that the program can be accomplished with a base grant amount of \$6,500 per K-3 teacher. Depending on the size of schools or the LEA, the number of special education teachers (who are not included in the teacher count for determining the size of the subgrant) and the use of Reading Coaches and Content Experts, the \$6,500 level may not be sufficient and therefore an upper range of \$8,000 per K-3 teacher is allowed if additional justification is provided. Subgrant applications seeking a subgrant above the \$6,500 per K-3 teacher level will also be subjected to a second level of review where both the CDE and California Department of Finance will have to agree that the higher amount is justified. The additional justification and second level of review are not required if the total amount of the grant is less than the minimum grant amount.

What is the minimum subgrant based on Title I?

Federal law requires that each LEA that receives a subgrant must receive at least the same percentage of the State's total Reading First subgrant funds as the LEA received of the total Title I, Part A, funds received by all LEAs in the State for the preceding fiscal year. That minimum subgrant amount has been calculated and is include on the list of eligible LEAs that can be found on CDE's Web site at <http://www.cde.ca.gov/pd/readfirst>

What are allowable expenditures under the Reading First Program?

Federal law allows Reading First funds to be expended on reading assessments, scientifically based reading programs, instructional materials, professional development, evaluation strategies, reporting and access to reading materials. California's approved plan focuses these uses on supporting and fully implementing the State adopted reading program. The reason California's plan was written and approved with this focus is that the Reading First program holds states accountable for ensuring that any expenditure of Reading First money by an LEA is spent on scientifically researched based materials and activities. Since California's adopted reading programs are scientifically researched and LEA Level Assurances require full implementation, expenses for State oversight are minimal and therefore leave more funding for LEAs to improve reading instruction.

Each applicant LEA will need to first budget subgrant funds to support the activities they are assuring the State they will conduct (Please see LEA Level Assurances and School Site Assurances in the subgrant application). Each Reading First LEA will conduct these activities in accordance with their application, once approved. Funding will also need to be budgeted to support the LEA's (1) three-year professional development plan in reading for teachers and principals, (2) three-year classroom reading assessment plan, (3) three-year evaluation plan, and (4) plan to provide monitoring and support of the Reading First teachers so that instruction will ensure that all students are reading well by the end of third grade.

Professional Development

If my K-3 teachers have already received training in reading under the AB 466 program, do they need to do it again for Reading First?

No. As long as each Reading First teacher has been trained through an approved AB 466 program on the state adopted reading instructional materials used in their classroom, they don't need to take the training again. They do, however, need to receive professional development each year that focuses on the adopted instructional materials and builds on the professional development of the prior year.

Assessment

Why are LEAs limited to the “State Recommended List of Assessments”?

The federal Reading First program requires states to ensure that no Reading First funds are used on assessments unless they are proven valid and reliable and scientifically research based. To be useful to California teachers these assessments must also align to the State adopted reading program. Rather than have every LEA incur the expense of trying to determine what assessments meet the above criteria, the recommended federal list was reviewed and those assessments that matched California’s Framework assessment matrix were placed on the recommended list of qualifying assessments for LEAs implementing the adopted reading instruction program.

Can we use a more recent version of an assessment on the recommended list or a new assessment that wasn’t available when the list was generated?

For purposes of the subgrant application, LEAs should select from the State recommended list. The recommended list will continue to be updated based on the federal requirements through the Technical Assistance Centers.

Evaluation

Must the LEAs evaluation be conducted by an outside evaluator rather than the LEAs staff?

No. The primary purpose of the LEA evaluation is to provide feedback to the LEA to ensure that the Reading First program stays on track and accomplishes its purpose. Depending on the size and expertise of the LEA’s staff, this can be accomplished either by specified LEA staff, or if need be, an outside evaluator. The LEA evaluation will also be required to feed specified information to the state and federal evaluation, but that too can be accomplished by either specified LEA staff or an outside evaluator.

Selection of Subgrant Recipients

How will subgrant recipients be selected?

First, all applications will be screened for completeness and adherence to the format requirements. Incomplete applications will not be scored. Next, applications will be checked for LEA and school(s) Certification of Assurances. Through this Certification of Assurances the LEA and participating schools will be held accountable to fully implement California’s adopted scientifically research based reading instructional program, the AB 466 reading professional development for teachers and AB 75 principal training in reading, and instructional leadership and support.

In order to be funded, an eligible LEA will also need to receive a passing score on each of the Competitive Questions. A passing score will be awarded if the response to the competitive question “Meets Criteria” on the scoring rubric included in the LEA Subgrant application.

Applications receiving a passing score will be reviewed to determine if they are eligible to receive priority points for low-income students and/or the use of reading coaches. (Please see next question for more details regarding priority points.) After the awarding of priority points the applications will be ranked according to score and will be funded from high to low until no funds remain, or all the passing applications have been funded.

Are additional points given for serving low-income students and/or including reading coaches and content experts in their plan?

Yes. Additional points will be awarded to each passing application that serves specified low-income populations (15 points) and/or uses a specified level of reading coaches and content experts (15 points).

Reading coaches are defined as certificated teachers who work with classroom teachers (not directly with students) in assisting with full implementation of the State adopted reading instructional program. Content experts are defined as persons hired to train and support the reading coaches. To receive the 15 priority points, the application must include at least one reading coach for every thirty K-3 teachers and at least one content expert for every twenty reading coaches.

An additional 15 points will also be awarded to each passing application serving low-income students where the applicant LEA meets at least one of the following criteria:

- 1) At least fifteen percent of the students served by the LEA are from families with incomes below the poverty line; or
- 2) At least 6,500 children served by the LEA are from families with incomes below the poverty line.

Technical Assistance for Eligible LEAs

What technical assistance services will be available to LEAs applying for the Subgrant?

The following persons can assist LEAs in preparing for the Round One Application: the California Department of Education and the State Board of Education for addressing the instructions in Sections I – III on certifications and fiscal responsibilities; and the RDC for answering questions related to the Competitive Questions.

Contact persons: California Department of Education
Professional Development and Curriculum Support Division
Reading/Language Arts Leadership Office
Jeffrey Cohen, Consultant
1430 “N” Street
Sacramento, California 95814
(916) 323-4629 jcohen@cde.ca.gov

California State Board of Education
Karen Steentofte, Policy Consultant
1430 “N” Street
Sacramento, California 95814
(916) 319-0696 ksteento@cde.ca.gov

California Reading Development Center
Technical Assistance Services
Irma Hernandez-Larin, Director
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827
(916) 228-2518 Fax (916) 228-2444 ihernand@scoe.net

What technical assistance services will be available to LEAs awarded the Subgrant?

Under AB 65, currently on the Governor’s desk, technical assistance will be provided through the California Reading Development Center (RDC) and the California Reading Implementation Centers (RICs) [referred to throughout this application as the Technical Assistance Centers]. These centers will be situated in county offices of education in all eleven regions. LEAs are invited to use these free services for help in implementing programs if a grant is received. Grant recipients may choose to contract with other technical assistance providers at their own expense.

The network of technical assistance centers in all eleven of the county office of education regions will be available by December to help funded LEAs that request assistance with implementation of their respective Reading First Program. The services available through these centers will be provided by knowledgeable and experienced staff in order to respond to the LEAs’ requests for assistance with the key components of their respective Reading First Plans. For example, a LEA may request assistance on such items as:

- ☑ how to fully implement a scientifically-research based reading program
- ☑ how to put into place an effective system of assessment for diagnostics, progress monitoring, and end-of-year outcomes
- ☑ how to prepare a leadership team at the school level focused on instructional improvement
- ☑ how to organize teacher grade level teams to work collaboratively for

- student achievement
- ☒ how to select and effectively utilize reading coaches and content experts
- ☒ how to develop coherence within the classroom and across the grade level for meeting the needs of all students with a common reading program
- ☒ how to select and work with professional development providers for years 1-3
- ☒ how to network with other Reading First LEAs for shared resources and expertise

The centers will also offer special workshops customized to the specific needs of the LEAs. For example, an LEA may need training on:

- ☒ how to use the State Recommended Assessments
- ☒ how to use the State Provided Unit Skill Assessments for State adopted reading/language arts programs
- ☒ how to meet end-of-year internal evaluation reporting needs
- ☒ how to provide on-going instructional support to all teachers
- ☒ how to develop district/school leadership roles and functions to support implementation and quality management support for commitment, planning, evaluating, decision-making, and sustaining the efforts

Furthermore, the centers will seek to link reading and reading program experts with LEA leadership teams and schools, upon request, especially when LEAs are seeking solutions for improving student achievement at particular grade levels or in specific schools.

Reading First Technical Assistance Centers are funded by the state's Reading First grant and therefore, funded LEAs will not be charged for their services, unless specialized services are requested that are beyond the scope of the technical assistance services authorized (e.g., to provide the AB 466 and AB 75 professional development programs; to provide special events for a LEA's teachers; to print and distribute the State's Unit Skill Assessments for teachers and students).

Please periodically check the Reading First Web site at <http://www.cde.ca.gov/pd/readfirst> for additional and updated Frequently Asked Questions. FAQ's on the subjects of (1) supplemental materials (2) professional development for K-12 special education teachers, and (3) AB 466 Reading Professional Development funding will be posted in the near future.